

# Little Oaks Nursery

Inspection report for early years provision

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**Unique reference number** 258581  
**Inspection date** 12/10/2011  
**Inspector** Judith Rayner

**Setting address** 92 High Street, Kimberley, Nottingham, Nottinghamshire,  
NG16 2PD  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Little Oaks Nursery is privately owned and opened in 1998. It operates from a purpose built building on the site of an old farm in Kimberley. It is within walking distance of local schools and shops and is in easy reach of the A610 and junction 26 of the M1. The setting serves the local and surrounding areas.

A maximum of 72 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year, closing for Christmas week and all main bank holidays. All children share access to two secure enclosed outdoor play areas. There are currently 158 children from eight months to under five years on roll.

The nursery employs 29 members of staff on a full-time or part-time basis. Of these, 28 hold appropriate early years qualifications. The nursery owner/manager has obtained a degree in Early Childhood Studies and Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All children respond extremely well to the wonderful range of activities and experiences that enrich their all-round development whilst being highly supported by the very committed and skilful staff team. The partnerships with parents and all those involved with the care, learning and welfare needs of every child, is excellent. The capacity to make continual improvement is outstanding because of the very effective systems used to reflect on practice and utilise the superb range of resources.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- reviewing the systems used for recording information relating to parental responsibility and fire drill records.

## **The effectiveness of leadership and management of the early years provision**

Staff have an excellent and very secure understanding of their roles and responsibilities to protecting children. Safeguarding is given a high priority which means children's safety is fully assured. Very robust and clearly written policies and procedures are implemented and adhered to by all staff ensuring they all know what action to take should they have any concerns about a child in their care.

Furthermore, very effective strategies are in place to keep children safe, such as robust and detailed risk assessments are undertaken everyday throughout the nursery, minimising risks to children. Children of all ages and abilities are supervised extremely well by staff both inside and outdoors, enabling children to take calculated risks and experience new and challenging activities. As a result, children feel safe to explore whilst having fun.

The excellent attitude and approach from the management team promote and empower staff to excel in their skills and enrich children's experiences. Regular supervision of staff, enables managers to monitor the suitability and performance of individuals, identifying areas of strength and training needs to improve the already high quality service delivered to children and their families. Space, time and resources are managed extremely well throughout the nursery fully supporting every child attending, such as, symbols and signs to support children with speech difficulties used in organised time in the outdoor play areas. Records are exemplary and mostly contribute to the welfare, safety, care and learning of children.

The partnership with parents and others involved with the children is outstanding. Staff work extremely hard to establish secure and supportive relationships. Very effective communication systems are in place to ensure parents are regularly kept up to date with their child's progress, childcare information, events happening at the nursery, such as parent's evenings and fund raising activities. Parents speak very highly of the service and exceptional support they have been offered by the sensitive and very willing staff team, such as attending hospital and doctor appointments, in order not only to offer the parent support but to gain a better insight to the individual needs and support the child needs. The staff team makes every effort to promote inclusion. Wonderful experiences for children, such as inviting individuals from Africa to talk about their home life enhances children's awareness to differing lifestyles. Excellent partnerships are in place with the local school and support services, enabling children to settle quickly during their transitional times between the nursery and attending school. Dressing-up, photographs, discussions and visits to the new school help children become familiar with what will be their new environment and daily routines.

Leadership and management is outstanding. The management team work very hard and fully understand the importance of reflection on their practice, enabling them to continually improve. Staff are very committed to their work and are very proud of their achievements. The continuity of the staff team is a key indicator of value the owner places on each staff member, what they each bring to the setting and their involvement and contribution to improving the outcomes for children. All recommendations made at the last inspection have been successfully addressed. Information relating to accidents and child attendance are recorded in much more detail and regularly reviewed. The outdoor area is used extremely well to ensure children's all round development is fully enhanced through very effective planning. Recent staff training with Forest Schools promotes an ongoing project to turn one outdoor area into a natural environment where children's opportunities to explore in bogs, build dens with sticks and experience more natural resources is enhanced extremely well.

## **The quality and standards of the early years provision and outcomes for children**

Children are making outstanding progress in their learning and development because the staff team create a wonderful and exciting environment where children engage, explore and show great curiosity in their play and learning. Children's gaps in their progress are quickly identified. This is because the key person role works extremely effectively. They know and recognise their children's behaviours, interests and habits very well through regular observations which they transfer into an assessment record enabling them to go on to plan play purposefully for each child helping them to rapidly progress in their learning and development.

The imaginative, language and communication skills of children are wonderful whilst playing cooperatively with their peers. They create homes out of used boxes for their small world animals to live in and push dolls around in pushchairs, taking them to the shops and changing nappies improvising with props from the abundance of resources around the rooms. All children explore with a wide range of malleable materials and differing textures. Babies enjoy feeling and exploring the contents of treasure baskets, older children enjoy squashing, pulling and cutting play dough to printing with objects and filling tipping and pouring with rice, pasta, sand and water. Children show great confidence as they initiate and extend their own play. They wash small world animals in the water and bubbles and then take them outside to play in the sand. They add water to the dry sand to change the consistency. Great fun is had by babies, as staff build towers of bricks counting up to three ready for them to knock them down, laughing, giggling and squealing as they wait in anticipation and after they have knocked the tower down.

Staff are extremely sensitive with all children, such as babies are cuddled when they first awake providing ample time for them to come round in their own time following their sleep. Older children are provided with copious amounts of reassurance whether space to sit and look at books quietly or time given to express and explain themselves when sharing information about how germs can make them poorly if they do not wash their hands before they have snack. Children's behaviour is exemplary because the staff are excellent role models and are consistent in the positive messages of praise and encouragement. As a result, children's self-esteem is very high and they are confident and very happy. Children feel safe to explore from the time they are able to move. Babies crawl to investigate their environment, reaching out for programmable toys, pressing buttons to make music to making pretend telephone calls, toddlers move between rooms with ease and confidence deciding on messy play or small world aeroplanes and figures, whilst older children balance on beams, ride trikes, dance to music or access the toilet independently. They thoroughly enjoy being outside in the fresh air experiencing and accessing activities that enhance their all-round development. Meals are cooked onsite with fresh vegetables, meat and fruit, incorporating children's individual dietary needs, ensuring these are healthy and well balanced. Children enjoy practising skills for the future as they engage in role play with shoe shops, boxes, shopping tills and money and mark making activities. As a result, children are very well prepared for their next stage in learning in this wonderful

purposeful, stimulating environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met